

## AN INVESTIGATION OF EMPHATIC LISTENING IN ENGLISH MEETING AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (BPEC) MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: mm dd yyyy (10pt)                      Revised: mm dd yyyy (10pt)                      Accepted: mm dd yyyy (10pt)                      Published: mm dd yyyy (10pt)</p> <p><b>Keywords:</b>                      Listening                      Emphatic Listening                      Qualities of Emphatic                      Listening                      BPEC</p>	<p>The purpose of this study was to find out whether there was Emphatic Listening and how it was implemented at Benteng Panynyua English Club (BPEC) Makassar. This study uses a qualitative descriptive design. The research subjects in this study were members of the Benteng Panynyua English Club (BPEC) Makassar. For data collection, researchers used the Observation Checklist as an instrument for collecting data from the sample. The research results from the observation checklist suggest that there are 8 qualities that need to be considered in determining whether there is Emphatic Listening in BPEC and how to apply it. First, attendance. 57% of members from meetings 1,2&amp;3 attended and participated in the discussion. Second, compassion, 75% of members apply this quality. Third, wisdom. 75% applied this quality. Fourth, not judgmental. 70% of members do not justify other people's opinions. Fifth, trustworthiness. 25% occurred during the discussion because this quality depends on the topics discussed during the discussion. Sixth, 100% patient was applied. Seventh, responsive. 100% of members responded well. Eighth, focus your attention. 100% of members implement this, such as not using electronic devices when discussing except when necessary. Based on the findings of this researcher it was found that there was emphatic listening and it was applied well to all members of the BPEC discussion.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
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### INTRODUCTION

Through effective communication, it is hoped that a person can hear in this case to be able to accept and digest what is conveyed by the speaker. Because frequently we see several groups or between two people who are at odds just because of miscommunication. And when a person attends a meeting, discussion, seminar or learning process in the classroom, which the participant or listener can absorb and understand is only half of what the speaker conveys, the simplest problem is the lack of skills or understanding of listening in communication. The skill of listening must be directly proportional to the skill of speaking because no matter how effective communication is to someone without being accompanied by the ability to speak, communication will not run effectively. Communication is our bridge to get to the outside world, the better our communication and listening skills, the more it minimizes misunderstanding with others.

Communication skills are very important for an individual's life, therefore there are several training programs and courses that teach communication skills for individuals. Most of these programs train people to speak and write, while some also focus on reading. What about listening? This is the lowest ranked communication skill in these programs (Alexandra, 2018). A simple survey conducted by the authors on the effectiveness of training programs on communication skills revealed that, only 3% of the company's training programs have covered listening skills, while writing skills have been covered in 68% of the programs and speaking and presentation skills have been covered in 73%. It is increasingly opening our eyes that there are so many people in the community or even companies that are not yet undergoing training in listening. This information further validates that society focuses on only one part of communication, which is 'giving meaning'. The majority of society has ignored the 'understanding meaning' component.

Some surveys say that the importance of the ability to be able to hear, even some studies argue that a person's ability to hear is actually much more important than the ability to speak (Bramantyo & Prasetyo, 2007: 31). Although many surveys state that the ability to hear is a must-have ability, it turns out that not a few people are unaware of it. Even if they notice it, it is rare among those who strive to improve the ability.

As we know that listening is the most used thing but the least measured skill. Atwater (1992) observed that over the years of formal schooling, students spent about forty percent or more of their communication time listening followed by speaking, reading, and writing in that

order. The reason for this ignorance according to Hunsaker & Alessandra (1986) may be due to the misconception that listening is only related to hearing.

Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening. Rather than thinking of listening as a single process, it is more accurate to conceive of it as a bundle of related processes – recognition of the sounds uttered by the speaker, perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic and so on. (T Lynch, D Mendelsohn 2013)

Listening is seen as a passive process, in which our ear is the recipient to which the information is addressed, and what the listener must do is to understand the message passively. We realize that listening is an 'active' process, and that a good listener is just as active when listening as a speaker when speaking. Active listening is also an interpretive process. Listening used to be considered the proper decoding of the message. In fact, listening involves subtle interpretation. It has long been applied in reading, but it adds an exceptionally long time to be accepted in terms of listening. Its acceptance has a direct impact on our idea of 'truth' – it requires the recognition of variation inherent in the listener's understanding of what they are hearing, and the importance of context and non-linguistic variables in this interpretation.

## RESEARCH METHOD

The type of research to be used is qualitative research, which is a type of research that produces descriptive data in the form of words or actions of people and observable behaviors (Bogdan Taylor in Moleong, 4). Sheernd Man and web (1998) say that qualitative research focuses on the truth that people experience in the social situations that they live, or achieve.

The subjects of this study were all members of the Makassar English club (BPEC) 20 people who were discussing or communicating with each other.

The observation that was used in this study is the observation check list. Checklist or checklist was a guideline in observation that contains observable aspects, the observer or observer puts a check or check mark to determine the presence or absence of something based on his observations (Sanjaya, 2013: 274)

This observation sheet was used to measure or assess the discussion process, which was how to communicate between listeners and speakers using Emphatic Listening. Filling out this observation sheet is carried out by providing a check mark (√) in the answer column of the observation sheet of BPEC members. In the observance of all bpec members while communicating with each other. By looking at whether there was Emphatic Listening in the English Club, observations were made using observation sheets on all BPEC members.

### 1. Data Reduction

Processing of the data obtained was reduced, summarized, selected points and focus on things that were important to make it easier for researchers to find data other than previously obtained data if needed, so that researchers reduce data after interview and observation checklist retrieval important data related to the research question.

### 2. Data Display

In this stage of processing data, the researcher develops a description of the structure information to draw conclusions. The results of the observation checklist and interviews during the discussion process.

### 3. Drawing Conclusion

Researchers draw and make conclusions from the data and data that have been obtained Previous keywords, matching the observation and interview checklists by the researcher at the time of the analysis.

Researchers try to photograph the events and events that were the center of their attention, then describe or describe them as they were, so that the used of the findings of this study applies at that time which is not necessarily relevant when used for a long time.

## RESULT AND DISCUSSION

### Findings

Data analysis is an explanation of the focus of the study in this study. The initial step taken by the researcher was to identify and classify the data according to the focus of the study. The data that has been classified is then described qualitatively. At the first meeting, the researcher observed the 2 groups that were discussing. The first group (Ma) consists of 10 people (M1a-M10a). Meanwhile, the second group (Mb) consisted of 7 discussion participants

(M1b-M7b). In the discussion process that took place all members were given the opportunity to convey their opinions or experiences related to the topics discussed during the discussion. At the second meeting, the researcher observed 1 discussion group consisting of 15 members (M1-M15). And the last, the third meeting, the researcher examined 1 group consisting of 5 people (M1-M5).

The researcher will describe the findings of the data regarding An Investigation of Emphatic Listening in English Meeting at Benteng Pananyua English Club Makassar (BPEC) as described below:

### **1. Analysis of Data Collected by Using an observation Checklist**

#### **a. Attendance**

In the attendance qualities, the researcher classifies that there is one quality found in the attendee, namely to be in the same space as the other speakers. After conducting research, at the first meeting consisting 17 people, the second meeting there are 15 people 1 group. the third meeting as many as 5 people present in the same place and conditions the researcher saw that these qualities had been fulfilled properly, in the sense that all the speakers or the other speakers were in the same atmosphere and place when discussing. . This becomes a support for speakers and listeners because 57% of members practice these qualities when conducting discussions and applying empathetic listening.

#### **b. Compassion**

In this quality, there are two qualities that are classified by researchers, namely the first adjusts to what people experience, and the last is that we can show our great interest in the speaker.

##### **1). Adjusting to what others are experiencing.**

At the first meeting, the researcher observed the group that was discussing. Refers to compassion which means we have to show our affection or sympathy to the speaker. In this quality, the researcher found that 10 out of 17 members had shown their affection by participating in the speaker's feelings by feeling the same way by the speaker.

At the first meeting at BPEC they discussed something quite touching with the theme "Young people shouldn't keep secrets from their parents". Which this theme is something that must be felt by all the members with different opinions. Seen in the second group, M1 as the

moderator gave the second member the opportunity to express his opinion. M2 shared his experiences on the topics discussed that day. And it can be seen that the other members also feel the same way, in other words the other members also sympathize with what the previous speaker (M2) experienced. The topics discussed are also very emotional because they involve the relationship between children and parents.

While the other members are not much different, where the members tell stories or express their opinions. M11 gives other members a chance. The M13 spoke his mind and was well received by other listeners, as well as the M14, M15. Because in this group there are two different points of view, namely two people as parents and one person as a child.

2). We can show our great interest in the speaker.

Each member expressed his opinion, the member who listened to 10 out of 17 members gave quite good interest. This is evidenced by the listeners giving attention, care and appreciation to each speaker for conveying their opinions and personal experiences.

At the first meeting, when all members had the opportunity to speak, it was seen that all members respected and cared for each other. When M3, M1, M4, M5 took turns talking, the other members seemed to care and respect each other. Likewise for the second member, even though there are no gestures or words that show interest, their focus on looking and paying close attention shows that the other members respect and care for each other.

At the third meeting, all group members were very active and always expressed their respective incomes, but even though they had different opinions, everyone always respected one another.

Therefore, the researcher concludes that this part of the composition is sufficient to support the existence of Emphatic Listening in BPEC.

On this quality, there are 15 out of 20 (75%) members from the first day to the third day applying this quality.

### c. Wisdom

Understand other people's input wisely. With this statement, we can already assess how wise the listeners are in responding to what the listeners say. Listeners can be told to be tactful

by nodding or saying things that show they agree. At the first meeting of the first group (M) 15 out of 17 members had implemented the policy from the start, when M1 spoke, the member sitting right beside him, namely M2, was seen nodding his head so according to the researcher this could be supportive. listening empathically. m When M11 gave the other members the opportunity to speak, it seemed that the same thing was being done, namely M12 nodded his head while listening from start to finish properly.

At the second meeting, there were 15 and only 5 people were actively practicing these qualities. When M1 gave M2 a chance to speak, it was apparent that M3, M1 and M4 were listening well, and so were the others. At the first meeting, when M3 gave his opinion, M2 seemed to nod his head indicating that M2 understood what M3 said.

At the third meeting, wisdom was often found in all members of this group, M1-M5 were very wise in discussions. they understand what the speaker is saying. oftentimes M1 is seen nodding his head indicating that he understands what the other members are saying. This shows that 15 out of 20 (75%) members have done and implemented this well

#### **d. Not Judgemental**

Seeing these characteristics, the researcher classifies the characteristics, namely refraining from criticizing other people. Do not judge the opinions of other speakers. The researcher saw that all members did not judge each other mentally, the members saw that they accepted each other's opinion whatever the listeners conveyed.

At the first meeting, 17 out of 17 members mutually accepted whatever the speaker said. M2 expressed his opinion on the topics discussed, it can be seen that M1 really appreciated and accepted M2's opinion. M4, M5 play the roles of parents whose opinions are slightly different from the other members and their opinions are also highly accepted by the other members, especially those who play the role of children. Therefore, the discussion participants are very accepting and do not criticize the opinions of other members. By not judging the opinions of other informants, this can show a firm listening attitude in BPEC.

Likewise at the second meeting, 15 out of 15 members did not agree with the speaker's words. when M1 gave M4 the opportunity to speak, there was a slightly stuttering way of speaking which in the end was not understood by the other members, but the other members tried to understand and did not justify his words and opinions at all, when M4 was talking it

was seen that M3 was trying to help M4 when it's hard to find a suitable word for the M4 to say.

At the third meeting 4 out of 5 members showed no judgment. one of which is the slightly judgmental M5. when M3 was asked a question by m1 and started talking, suddenly in the middle of his talk he was cut off by M5 because it didn't suit his opinion. but m5 doesn't want to judge more, it's just that m5 wants to clarify what m3 doesn't know

Therefore, the researcher concluded that 14 out of 20 (70%) members of the first, second and third meetings had carried out this quality which had been carried out properly by BPEC members.

e. Trustworthy

The classifying quality of the researcher is trying to be a trustworthy listener when the speaker tells sensitive things that you don't want other people to know.

The researcher concludes that the quality that occurs in BPEC depends on the themes discussed during the discussion. At the first meeting these characteristics apply because the discussion tends to be a little emotional, at the first meeting these characteristics apply. M12 shares his sensitive experiences and even hides them from his parents, but the other members seem to listen carefully and are still trustworthy listeners of M12. However, at the second and third meetings these qualities did not apply because the topics discussed were not very sensitive to the members' personal experiences.

The researcher concluded that 5 out of 20 members (25%) have implemented these qualities, and this applies depending on the theme discussed.

f. Patient

Being a good listener is important. One of the things that supports being a good listener is being a listener who patiently listens to the talk of the speaker. The researcher classifies these traits as patient and gives the speaker time to explain his opinion.

At the first meeting, all members were very satisfied with the quality. At the first meeting, when all members spoke, the other members only focused on listening and waiting for the speaker to finish speaking.

Likewise with the second meeting and the last meeting, when M1 gave others the opportunity to speak, M1 was very patient and listened to each other while talking. Seekers



see that whatever the discussion is, BPEC members have applied these qualities well, they are paying attention and waiting for the right time to express their opinion.

Therefore, the researcher concluded that of the 37 members who were examined, all of them had become good listeners and speakers (100%).

g. Responsive

In this quality, the researcher classifies three qualities that are assessed, namely responding when asked for advice by the speaker, making a diagnosis to examine the problems faced by the speaker before giving opinions, input or answers, and repeating what the speaker conveys using his language. language. own language.

- 1). Respond when asked for advice by sources. Being a good speaker, feedback is needed in communication. Therefore, at the first meeting all members of this quality had already been carried out or implemented, this was proven by when all were having a discussion and M1 and M11 as moderators always asked for responses to the topics being discussed, all members gave their responses. each response in turn and the same thing happened in the second meeting and the last meeting. Researchers see that BPEC members have implemented these qualities and are already able to support empathetic listening. In this quality, all speakers and listeners have become good communicators.
- 2). Repeat what the speaker said in his own language. As we know before, being a listener must support feedback when communicating. At each meeting, before M1, M12, and M1 gave others the opportunity to speak, M1 always explained the topic earlier so that listeners or other members could understand and then express their own opinions.
- 3). Make a diagnosis to examine the problems faced by the speaker before giving opinions, input or answers. The thing that shows that the listener understands what the speaker is saying is understood or not by the listener is how to respond to what the speaker is saying. Make a diagnosis, have a good understanding of the opinions expressed, ask relevant questions, and answer questions when the speaker asks for their opinion.

At the meeting, when M4 spoke, it was seen that M1 gave a response to M4, and this response occurred when M1 had reviewed what was said, so that he could respond to what M4 said in his own language. Researchers covered by listeners see these characteristics,

listeners have conveyed what was conveyed by the speaker using their own language and from there we understand that the listener has sufficiently understood what was conveyed by the speaker.

At the third meeting, not only did M1 always show these traits, but in this group 3 out of 5 always answered by diagnosing in their own language.

Therefore, at this quality 35 members out of 20 (100%) members have implemented this quality well.

#### h. Focus Your Attention

These qualities include two classifications assessed by researchers, namely focusing on listening and ignoring outside distractions and making a good transition between being a good listener and being a good speaker.

- 1). Focus on listening and ignoring the outside. The researcher concludes that all members apply these characteristics, all members do not use cellphones unless needed, computers, or other objects during discussions, except when reading topics on their respective cellphones.
- 2). Make a good transition between being a good listener and being a good speaker. Being a listener is not only focused on hearing but how listeners and speakers create feedback where communication is not only one way but everyone expresses their own opinion as a definition of communication. At meetings 1, 2 and 3 all groups have done this. In the first group, Ma1 was always a good speaker and listener when the other members were talking. In the second meeting, when M4 spoke, it was seen that beside him M3 was always a good listener and speaker because he always responded to M4.

Therefore, the researcher concludes that all members have performed these qualities (100%). From the first meeting to the third meeting.

## CONCLUSION

Learning listening comprehension is a very important skill for communication (Trans & Dong, 2020), and it is also a skill that is difficult for humans to master. According to Robins and Coulter (2002), If we lack skills in empathetic listening, we may have difficulty exchanging

information verbally. Because it is an important skill, this study wants to reveal an Investigation of Emphatic Listening in English Meetings at the English Club Fort Panynyua Makassar. Based on the findings, this section describes and interprets the findings by analyzing and reflecting on a review of related literature to gain a deeper understanding of the existence of empathetic listening.

According to Goleman (1997), the ability to emphathize is the ability to know what other feel. Based on this material, there are 8 classifications that can be assessed by researchers in knowing whether there is emphatic listening in BPEC and how it is implemented. Among them are: a). wisdom, patiens, responsive, and focuses your attention.

Based on research conducted by researchers who focus on quality, there are results that can be said that there is emphatic listening in BPEC. Which is where each quality is also applied by the members. It can be concluded that all 8 qualities are implemented by BPEC members.

From the 8 qualities most frequently found are of course presence, compassion, wisdom, non-judgmental, patient, responsive and focused. There is one thing that was not mentioned, namely trustworthiness, not because BPEC members have never implemented it, but as previously explained that trustworthiness does not always apply considering the themes discussed in the discussion. In contrast to other traits that apply without referring to or seeing the theme first, or whatever the discussion is, other traits always apply when applying empathic listening. From here researchers can find out and review the results of their research, that empathic listening exists and has been implemented in BPEC.

So, the results of this study will become a reference for English Language Education students because the subjects in this study are multilevel or diverse in terms of ability, age and background. Because most of the members who took part in English student discussions, they could apply the knowledge they got from outside to ELT.

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